

Briefing Pack for Applicants Subject Leader of Art



STOCKSBRIDGE HIGH SCHOOL

— This is Just the Start —

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Subject Leader of Art
Location: Stocksbridge High School
Pay scale: Teachers Main Pay Range MPR/UPR plus TLR 2B - £5,648 gross per annum
Contract: Permanent, full time
Start date: As soon as possible

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Stocksbridge High School is an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. We are open, friendly and welcoming with great students and a dedicated staff. Stocksbridge High School is part of Minerva Learning Trust and together we have a vision of providing outstanding education for all the students within our schools.

We are looking for a dedicated, hardworking and ambitious teacher to lead the Art department. The successful candidate will demonstrate a true passion for Art and have experience of driving progress through great teaching, learning and leadership. As a first-rate classroom practitioner, you will have both the subject knowledge, interpersonal skills and tenacity to further develop the Art curriculum and ensure teaching is of the very highest standard.

The successful candidate will be expected to teach across KS3 and KS4. You should be committed to student progress, be passionate about teaching and learning and have the ability to inspire young learners with innovation, challenge and engagement.

The closing date is 9am on Wednesday 16 April 2025, interviews to be held week commencing 21 April 2025.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Hannah Taylor- Headteachers PA, via email- htaylor@stocksbridge-mlt.co.uk.

The application form and information pack are available on Minerva Learning Trust website [Vacancies - Minerva Learning Trust](#) **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered. CV's are not accepted.**

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Candidate,

I am delighted that you are considering making an application for this position at Stocksbridge High School. We are an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. You will find us to be open, friendly and welcoming with great students and a dedicated staff.

Every one of the young people we serve is entitled to thrive at school so that they may leave skilled, qualified and confident to make a success of their next steps in life. This is achieved through high quality leadership, teaching and support from our staff so that all students learn and progress well. Working at Stocksbridge High School means that you will always hold young people in high regard and have nothing but the highest of expectations for their learning, conduct and inspiration. This is reflected in our core vision of 'Believe, Achieve, Succeed' and felt by our values of:

- Be Positive
- Be Kind
- Be Confident
- Be Reflective

We are here to make a difference to the young people and families of Stocksbridge and we aim to be recognised as outstanding in this endeavour. It is an exciting time to join our school and if you share that ambition and determination, I look forward to receiving your application.



Ben Gilder
Headteacher

Section 4: About Stocksbridge High School



Our Mission, Vision and Values

...THIS IS JUST THE START...

Our Mission:

All pupils have the opportunity to grow academically, socially, morally and spiritually to ensure that when they leave our care every door to a potential future remains firmly open.

Our Vision:

Our vision is based upon our core principles of 'Believe, Achieve, Succeed'

Believe

We generate **belief** in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.

Achieve

We have a relentless and unapologetic focus on the outcomes of students to ensure that they **achieve** their dreams.

Succeed

We recognise and celebrate **success** for students on a daily basis with a positive learning culture.

Our Values:

Be Positive

We smile, we accept compliments, we are polite, and we are respectful

Be Kind

We are caring, we show empathy, we have good manners, and we are considerate

Be Confident

We develop our self-esteem, we show resilience, we are ambitious, and we set high standards for ourselves

Be Reflective

We learn from our mistakes, we identify our targets, we always look to improve, and we celebrate our successes

Our Beliefs:

We drive our Mission through the school by believing in the pupils, staff and community to work together. To do this we:

- Develop **belief** from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.
- **Believe** in the staff we have to develop professionally and encourage a culture of succession and personal aspiration.
- **Believe** in a solutions-focused continuous improvement cycle to drive change and raise standards.

Our Mission, Vision and Values

Leaders at SHS	All Staff at SHS	Parents at SHS	Pupils at SHS
<ul style="list-style-type: none"> • Lead with a positive approach • Are solutions focussed • Are highly visible • Are highly active and act quickly to resolve issues • Model expectations and never ignore problems • Are reflective, support and develop colleagues within our teams • Have high expectations of all stakeholders • Are accountable and confident to hold others to account • Are kind and mindful of well-being, physical and mental health • Communicate with clarity in a timely manner • Put the school's vision and values front and foremost 	<ul style="list-style-type: none"> • Have high expectations for all stakeholders and build confidence • Are reflective and continually strive for improvement • Look after their own well-being and that of others • Put relationships at the heart of everything they do through kindness • Have a relentless focus on outcomes • Uphold standards positively and support the school's drive towards excellence • Use policies and guidance to provide clarity of purpose • Recognise achievements of all stakeholders and celebrate through a culture of success 	<ul style="list-style-type: none"> • Be part of the decision-making process by involving themselves as part of the school community • Support school decisions by reflecting on the rationale and encourage their children to • Understand that pupil success is at the heart of the school's values • Engage with the school and respond positively • Be kind to staff that are working hard to do the best for their children • Be confident to approach the school about how we can work more closely together 	<ul style="list-style-type: none"> • Have high expectations of themselves and their peers • Be positive in all that they do • Be kind, compassionate and caring to others • Be confident to make choices even when they might be difficult • Be reflective and consider the impact of our actions on others • Understand that staff are here to help them to be the best version of themselves • Be part of the decision-making process by fully engaging in leadership opportunities • Adhere to the school's policies



Our Mission, Vision and Values

Believe:

- Generate **belief** in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.
- Develop **belief** from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.
- **Believe** in the staff we have to develop professionally through a comprehensive CPD package that takes into account career stage and encourages a culture of succession and personal aspiration.
- **Believe** in a solutions-focused continuous improvement cycle to drive change and raise standards.

Achieve:

- Have a relentless and unapologetic focus on the outcomes of students to ensure that they **achieve** their dreams.
- Improve the life chances of the community by creating a generation of **high achieving** young people that can drive industry and entrepreneurship, both locally and further afield.
- Celebrate staff **achievements** and recognise their contributions through a morally driven and determined staff body.
- Be recognised nationally for our **achievements** in outcomes and our wider enrichment offer.

Succeed:

- Recognise and celebrate **success** for students on a daily basis with a positive learning culture.
- Be an oversubscribed, **successful** school that is the choice of parents both locally and further afield.
- Have **successful** teachers that are driven to improve their own practice and develop their careers.
- Make our vision a reality, then we will have **succeeded**.

ABOUT US

Stocksbridge High School joined the Trust in December 2017. Our aim is to create and sustain educational excellence for all young people, whilst still developing the whole person, building in them the skills they need to be confident, happy and successful.

Based in a superb new building we are proud to offer a stimulating environment for learning. As a growing school we have a unique opportunity to get to know every child individually, enabling us to develop and support them throughout their time at our school. We are driven as a school to constantly challenge ourselves and to accept the challenge of our parents to improve all that we do.

We want all students to make progress from their individual starting points and achieve outcomes that enable them to move on to the next phase of their education at the highest possible entry point.

To ensure this happens we:

- Are relentlessly positive with all students every day, believing they can and will succeed.
- Work tirelessly to remove barriers to learning for all students so that all students can be successful.
- Deliver high quality (quality first) teaching and learning experiences all day every day.
- Provide opportunities for all students to develop the skills required to be successful beyond their formal education.
- Ensure that students are safe at school.
- Work with students, parents, carers and the community to support our values of respect and tolerance.
- Celebrate the achievements of all students, recognising that achievements are personal to every child.
- Create an environment in which all staff and students' value and enjoy learning.
- Care for and support each other.

Our school is a popular, thriving 11-16 comprehensive. Our greatest asset lies in our people – a wonderful team of enthusiastic students, committed staff and supportive parents and governors. We value the contributions that each person brings. We are passionate about making school life enjoyable and challenging, providing varied opportunities for learning and securing the highest possible levels of achievement for each and every student. We believe our students deserve every opportunity to flourish, not solely in academic pursuits, but emotionally, socially, spiritually and culturally. We seek to ensure that every student develops vital transferable skills for life and work that will allow them to become active, informed and responsible citizens of the 21st century.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: [Stocksbridge High School](#)

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Subject Leader of Art
GRADE/SALARY	Teachers Main Pay Range, plus TLR2B £5,648
HOURS/WEEKS	Full-time, term time
LOCATION	Stocksbridge High School
RESPONSIBLE TO	Senior Leadership Team link
RESPONSIBLE FOR	Art department The duties and responsibilities of a Schoolteacher as defined in the current "Schoolteachers' Pay and Conditions Document".
PURPOSE OF THE JOB	The leadership, management and performance of all staff within the Art department and to contribute to whole school development and operation. Strategic development and leadership of the Art department. Responsible for leading, development and improving the quality of teaching, pupil progress and achievement and day to day management within the school.
RELEVANT QUALIFICATIONS	Relevant teaching qualifications

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

Leadership and Management

- To provide strategic leadership for the subject and associated responsibilities.
- To identify areas for development linked to the school improvement plan and national and local initiatives.
- Create a department impact plan that ensure effective progress outcomes for all.
- To develop, review and monitor the curriculum and ensure consistent application and effective differential for the subject.
- To remove barrier for learning groups and individuals with a robust focus on SEND and Pupil Premium both within the subject and associated responsibilities.
- Provide timely and impactful intervention to ensure pupil progress against target.
- To implement quality assurance processes in line with department and whole school policy.
- To embed the Stocksbridge standard of practice across the subject and develop the effectiveness of teaching and learning.
- To act as a role model of good practice for other teachers, modelling effective strategies.
- To act as a performance management team leader for identified teachers.
- Manage the effect use of support staff.
- Manage the resources of the department involving finance.
- Responsibility for ensuring department reviews/evaluations match to SEF and School Improvement Plan.
- Keep up to date with developments in subject area and education to ensure best practice is embedded.
- Ensure the school is fully compliant with Gatsby Benchmarks.
- Develop and implement enrichment, cultural capital and work-related learning programmes both within and around the curriculum.
- Contribute to the broader life of the school by leading the development and implementation of extracurricular and enrichment activities/events.

Teaching, Learning and Assessment

- To have an overview of and contribute to the planning and delivery of continuous professional development and training related to the subject and associated responsibilities.
- To lead whole staff and individual training related to associated responsibilities.
- To develop and promote high impact approaches to teaching and learning in the subject and monitor.
- To use ICT effectively in delivery of teaching and learning.
- To plan and implement strategies to improve teaching where needs are identified.
- To support the school's ethos and vision for excellent teaching and learning.
- To provide induction, support and monitoring for new staff.
- To ensure staff development needs are identified and appropriate programmes designed to meet these needs.
- Ensure the delivery within the department and associated programmes e.g. Literacy, Numeracy, SMSC etc.

- Contribute to whole school developments, committees and working parties.
- Personal development, behaviour and welfare
- Develop departmental systems for behaviour management
- Actively promote opportunities for social, emotional, spiritual and cultural learning within and around the curriculum.
- Monitor and evaluate the climate and culture for learning across the department.
- Lead departmental system that consistently adhere to the Stocksbridge High School expectations, reward and consequence systems.
- Maintain high levels of classroom organisation across the department to promote purposeful and successful learning environments.

Outcomes

- To ensure impact on educational progress for all.
- To monitor, evaluate and ensure pupil progress across the school in the subject.
- To monitor staff performance against school, pupil progress and personal targets.
- To ensure the effective and efficient deployment of staff.
- Share in the work of the Leadership Team in student mentoring and guidance.
- To assume accountability and oversee student performance at all Key Stages.
- To ensure highest quality student outcomes in the subject.

Quality Assurance

- Lead the professional development review cycle for identified members of the team and ensure that Ambitions are appropriate and aligned to the Trust policy.
- Hold colleagues to high account, in line with the professional expectations of the school and Trust.

Staff Development

- Establish and lead departmental (and whole school) training and development as appropriate.
- Participate in and engage with whole school and trust CPD as required.
- Contribute to staff coaching and CPD as appropriate.
- Develop the team and other colleagues by acting as a positive role model for middle leadership and classroom practice.
- Support development and training needs for members of the team as required.

Special Educational Needs and Disability

- Know the range of student abilities and specific needs within the department across all Key Stages and ensure that all students make progress in their learning.
- Ensure colleagues are aware of the individual learning needs of the students in each teaching group, through systems such as MINT.
- Ensure that learning resources are appropriate and enable students of all abilities to access learning at the highest possible level.
- Use and promote a range of appropriate learning strategies / activities to meet the needs of all students.
- Work with the SEND team to meet the needs of individual students within lessons.

Resources

- Support the Subject Leader to monitor and manage the effective deployment of all resources within the department, including departmental capitation.
- Be accountable for ensuring that all school and trust policies are met by members of the team.

Communication

- Attend meetings as outlined on school calendar by agreement with Leadership
- Support contributions to school communications with parents, including school newsletter / social media.

Admin

- Establish and ensure consistent use of subject wide systems for smooth running of the department.
- Be accountable for examination entries and ensure that all department staff meet examination office deadlines as required.
- Be accountable for internal tracking deadlines and ensure that all department staff meet deadlines as required.
- Support staff attendance at parental consultation evenings and other events involving parents such as recruitment evenings.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.
- Join with the Leadership Team in supporting whole school initiatives.

GENERAL

- To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
- This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Subject Leader of Art

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
Qualified Teacher Status	AF/I
A further qualification, degree, diploma, certificate in relevant subject	AF/I
Ability to teach Art at Key Stages 3 and 4	AF/I
KNOWLEDGE AND EXPERIENCE	
Experience of delivering good classroom management in secondary education.	AF/I
A knowledge of the assessment arrangements.	AF/I
Evidence of sustained successful teaching in Art across the full range of abilities	AF/I
Experience of teaching across all key stages	AF/I
Evidence of sustained impact on pupil's achievement, both through your own teaching and through support for and working with others	AF/I
Successful experience of strategically and supportively leading a team	AF/I
Knowledge and experience of how to use data in order to target and intervene with pupils to raise attainment	AF/I
Experience of raising standards through effective planning and delivery of CPD	AF/I
Understanding of and the ability to apply a range of appropriate assessment techniques.	AF/I/A
PROFESSIONAL DEVELOPMENT	
To take part in the school's staff development programme by participating in arrangements for further training and professional development.	AF/I
To engage actively in the Performance Management Review process	AF/I
To support the professional development of colleagues in the department	AF/I
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape.	AF/I
SKILLS	
Ability to plan and teach engaging, motivating lessons with clear objectives and student learning outcomes matched to departmental schemes of work.	AF/I
Knowledge and awareness of good practice in identifying individual needs and providing support to students and colleagues	AF/I
Excellent communication skills	AF/I
Excellent written, verbal and IT Skills	AF/I/AA
Excellent time management, including ability to prioritise, delegate, and problem solve	AF/I

Understanding of and commitment to diversity and equality of opportunity in all working practices	AF/I
Ability to use ICT as an integral part of teaching and learning programmes.	AF/I
QUALITIES AND ATTRIBUTES	
Flexible approach to work	AF/I
A positive team approach to work	AF/I
Excellent interpersonal skills and ability to build and maintain highly effective relationships with colleagues	AF/I
Strong ongoing commitment to developing your own knowledge skills and understanding as an educator	
Sets high standards and expectations of self, colleagues and students	AF/I
Is committed to ensuring that students of all ages and abilities achieve their potential and are successful and happy	AF/I
Is a role model of best practice to young people and the school community.	AF/I
A commitment to support the school's aims, vision and ethos.	AF/I
Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion.	AF/I
Energy and commitment to professional responsibilities and to the betterment of all students.	AF/I
A willingness to contribute to the wider life of the school.	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA htaylor@stocksbridge-mlt.co.uk.

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to htaylor@stocksbridge-mlt.co.uk by the closing date.